English

Years 9-12

Samoa Secondary School Curriculum

English: Years 9-12
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Introduction

Language Education and Learning in the Samoan Context

Language in society

Samoa has two official languages: Samoan, the majority language, and English, the second language. Both languages are widely used in many areas of public life in formal and informal contexts, particularly in the urban areas. They are used in parliament, in the courts, media, government ministries, workplaces, media, church and celebrations. Increasingly, English is also present in many homes through widespread radio and television coverage, internet technology, and movies available on DVDs.

Language is a vehicle for communication and an instrument of history. It shapes the pride and identity of an individual, a community and a nation. Knowing one's languages well contributes to one's self-esteem, a sense of identity and achievement throughout life.

In primary and secondary schools, both Samoan and English are used as the medium of instruction. English is solely used as the medium of instruction for the teaching of English as a subject. Therefore, for students to do well and succeed at secondary level, they must be well established at primary. All students will need to develop the ability and confidence to communicate competently in English, in both its spoken and written forms.

Bilingual literacy policy context

The bilingual and literacy development of students is central to Samoa's language policy in education. The aim of the policy is to ensure students continue to develop and maintain their Samoan language as they learn English, and that students become fully literate in both languages.

To be fully literate in both languages is to be able to communicate effectively in any situation or community whether either of the languages is being used. This means being able to use reading, writing, listening and speaking to understand, process information and communicate appropriately and effectively for different social and academic purposes. It is being able to use these skills to operate on a wide range of print and oral material at different levels of understanding. Students can understand information that is stated directly, reflect on the implications of it, or they can think beyond information given directly by making inferences and generalisations. It further involves being able to synthesise and transform information into coherent texts appropriate for different purposes and audiences.

The English curriculum statement reinforces the application of the bilingual literacy policy and the interdependence of the students' languages. This is particularly important in situations where students use and apply their Samoan language skills to their learning of English.

Who are the learners of this English curriculum?

This curriculum focuses on the development of basic skills in the three strands: Listening and Speaking, Reading and Viewing and Writing and Presenting. It is for all students who attend Secondary Schools and wish to pursue academic studies.

The teaching of this curriculum will be for Year 9 to 12 level. Students that opt to pursue academic pathways in the future are advised to study this curriculum.

English Curriculum Statement Structure

The English curriculum statement sets out a clear set of skills and a progressive knowledge of language competencies students should achieve at secondary school level. This curriculum statement applies to:

- Year 9-12 in all secondary schools in Sāmoa.

- All students regardless of gender, ethnicity, belief, ability, social or cultural background.

The secondary school English language curriculum is not always a standalone curriculum when it comes to the content. Through an integrated curriculum that combines language and other areas, students learn how to read, write, research and speak about specific subjects that are central to other subject areas they are learning, thus enriching their ability to use language effectively. Schools are encouraged to use a holistic language approach to teaching English in the classroom and should incorporate other curricular areas into the teaching of English lessons across all levels.

Programmes developed by schools must provide learning experiences and opportunities that enable students to achieve the standards in the national curriculum. Programmes should also take into consideration the different levels of abilities of students, their learning preferences and needs. School programmes should not only reflect curriculum principles, essential skills but also the values in teaching and learning English. Approaches to teaching and learning of English should encourage a student centered and learner-focused learning environment that is contextualized, meaningful, and conducive to learning.

The English Curriculum Statement fits into the following curriculum and teaching hierarchy:

National Curriculum

Establishes the nation's goals and direction for the curriculum.

Subject Curriculum

Articulates the goals and standards for English at the national level.

School Programme

Ensures that the school has a programme that will see the English curriculum taught at all levels and to all students.

Classroom Programme

This ensures that each teacher develops lesson plans incorporating assessment tasks to ensure that students' learning is monitored, and teaching is tailored to the specific needs of the students.

Organisation of the English Curriculum Statement

The English curriculum statement provides information for teachers, students, parents, families and the wider world of work and study. The curriculum sets out what students are expected to learn and be able to do from years 9 – 12.

The curriculum statement is organised as follows:
1. General Aims of the curriculum
2. Strands
3. Sub-strands of the curriculum
4. Major Key Learning Outcomes
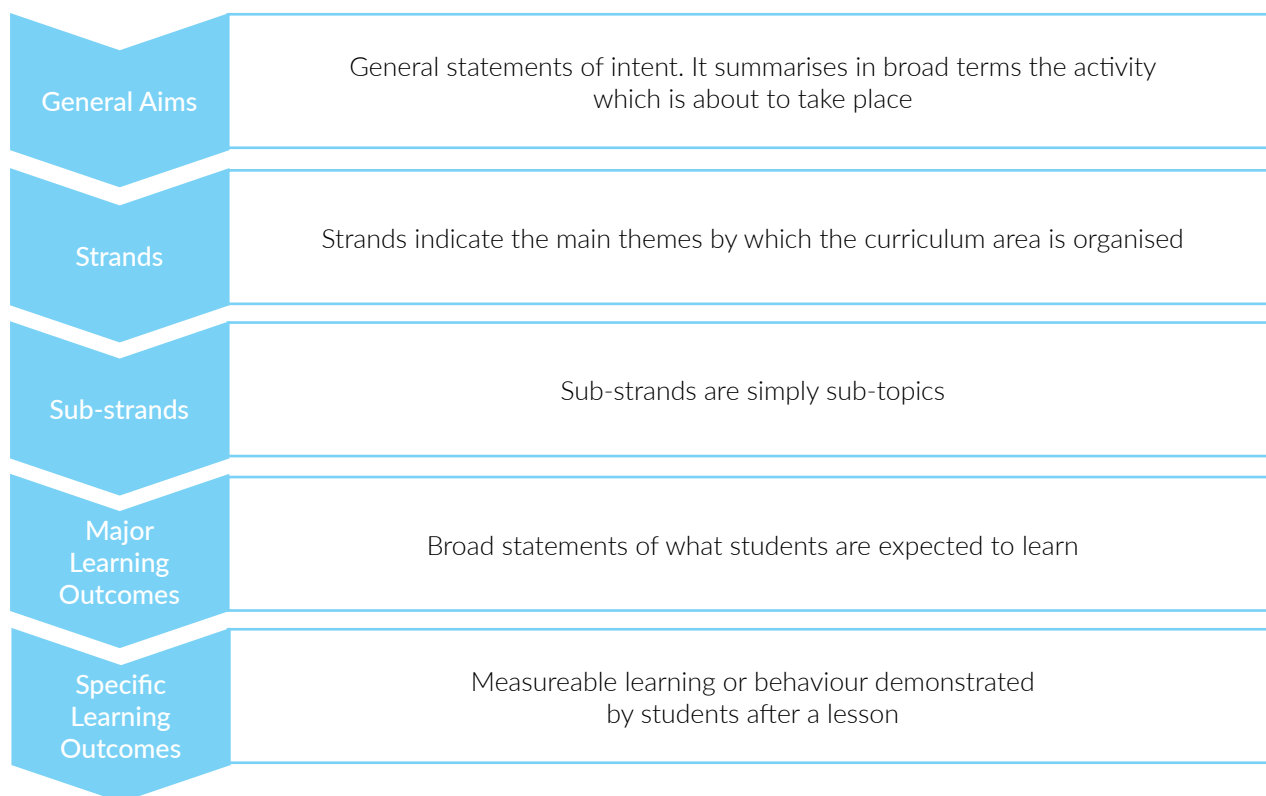5. Specific Learning Outcomes at each year level

General Aims	General statements of intent. It summarises in broad terms the activity which is about to take place
Strands	Strands indicate the main themes by which the curriculum area is organised
Sub-strands	Sub-strands are simply sub-topics
Major Learning Outcomes	Broad statements of what students are expected to learn
Specific Learning Outcomes	Measureable learning or behaviour demonstrated by students after a lesson

FIGURE 1
Definition of Terms

Key Principles

The National Curriculum Framework lists five key principles which underpin all aspects of the Samoan education including the development of the curriculum. They are:

Equity

Equity requires that the system will treat all individuals fairly and justly in the provision of educational opportunities. Policies and practices which advantage some social groups and disadvantage others will be avoided, while those which address existing inequalities in access, treatment and outcome will be promoted.

Quality

Educational quality is exemplified by high standards of academic achievement, cultural understanding and social behavior, and results from the complex interplay of professional and technical factors, and social cultural practices. Policies promoting these will focus on the learning institutions and specifically on day to day classroom practices including monitoring, assessment and reporting of students outcomes and teaching effective.

Relevance

Relevance in education implies a system which is meaningful, recognised, applicable and useful to one's life. It should enhance individual and community well-being and ultimately national development, including cultural, humanistic, and spiritual aspects. Policy decisions will address what is relevant to the individual learner, to the community and nation.

Efficiency

Efficiency in education is demonstrated by leadership and management practices which ensure optimum use of resources (human, financial and material) at all levels, efficient service delivery, effective communication and coordinated and transparent decision making. Policies will reflect the need to be both efficient and effective.

Sustainability

Sustainability requires the wise utilisation of human, financial and material resources, to ensure balanced and continual development in the system. Transparency and accountability are necessary at all levels. The collective values, trust, integrity, and a sense of responsibility for the common good in community and national development will be promoted.

Curriculum Principles

This English Curriculum is based on the Curriculum Principles in the National Schools Curriculum Framework. These principles emphasise the notion that the individual student is at the centre of all teaching and learning, which lends itself to an outcomes-based curriculum, and that the curriculum for all students will be of the highest quality. In planning and implementing their programmes, teachers must take account of the principles promoted in the National Schools Curriculum Framework. These are as follows:

- **All students can be successful learners.**
The Sāmoan Curriculum recognises that all students can be successful learners when they are provided with sufficient time and support.

- **Students need to be engaged.**
The Sāmoan Curriculum recognises that for students to succeed, curriculum experiences must relate to student interests, needs and learning styles in order to engage students in their learning.

- **Programmes must be planned.**
The Sāmoan Curriculum recognises that for students to be successful, programmes must be carefully planned and use a range of teaching approaches in order to cater for the various learning styles of students.

- **Programmes must develop the whole person.**
The Sāmoan Curriculum recognises that programmes must be broad and balanced and provide opportunities for the intellectual, social, spiritual and cultural dispositions of each student to be developed so when students complete their schooling they are well prepared for work and further studies.

- **Assessment must inform practice.**
The Sāmoan Curriculum recognises the need for teachers to use monitoring, assessment and reporting practices that help them evaluate the effectiveness of their teaching practices as well as provide an indication of student achievement against established standards.

- **Teachers make a difference.**
The Sāmoan Curriculum recognises the centrality of highly effective teaching in ensuring quality outcomes for students.

- **Community involvement assists learning.**
The Sāmoan Curriculum recognises that 'faasāmoa' must be upheld and that the community plays a large role in the education of students.

- **A sustainable future is key.**
The Sāmoan Curriculum emphasises the need to develop environmentally and socially sustainable practices. This applies not only to the physical environment but also in the way society structures itself socially, culturally and economically.

General Aims and Specific Aims

General Aims

The overall aims of the English Language Curriculum of Samoa are to:

- provide students with opportunities to learn about other cultures through English medium texts;
- develop learners' English language knowledge and skills to use oral, written and visual language effectively in a range of contexts;
- develop learners' ability to use oral, written and visual English for interpersonal communication as well as for learning;
- develop students' proficiency in using English competently for personal and intellectual development, further study, vocational training, and work;
- develop students' ability to use Information Technology appropriately, to access, interpret and produce a variety of English texts for social and academic purposes.

To achieve these aims students will:

- Use English purposefully and effectively through speaking, listening, reading, writing, viewing and presenting.
- Develop an understanding of the grammar and conventions of English.
- Develop an understanding of how language varies according to the user, audience, setting and purpose.
- Develop skills in using language in a range of purposes and for different audiences.
- Understand and appreciate English through experiencing a broad range of texts.
- Respond personally and critically to texts.

Specific Aims

Students will be able to:

- Understand, interpret, analyse and evaluate a range of written texts or genres of writing – descriptive, expository, persuasive, narrative from a range of sources, including newspapers, magazines etc.
- Write with fluency, engaging and grammatically correct different forms of text responses – formal, personal, persuasive and informative pieces of writing that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.
- Create and present visual presentations such as graphs, charts, diagrams incorporating ICT, for a range of different purposes and audiences.
- Use appropriate and varied vocabulary, expressions and correct grammar.
- Paraphrase and summarise written and visual texts.

- Learn to analyse, understand, communicate with and build relationships with others and the world around them.
- Use a range of language skills to find, use and communicate information for a variety of purposes, settings and audiences.
- Appreciate and use ICT confidently as a tool to assist with their studies.
- Develop the knowledge and skills needed for education, training and the workplace and become thoughtful and informed members of the community.

Strands and Sub-strands

Strands

The curriculum statement is divided into three strands. Strands are broad groupings of knowledge, skills, attitudes and values in a learning area. Each strand has a specific aim which links to the organized sequence of achievement objectives and learning outcomes with elaboration of knowledge and skills in the teaching areas.

(a) Listening and Speaking

(b) Reading and Viewing

(c) Writing and Presenting

Each strand has specific aims which interpret what it is to learn in English. Each strand contains terms that are expanded in a glossary. This glossary also suggests some contexts or situations for learning. It is important that teachers are familiar with all sections of the curriculum statement.

Strand 1: Listening and Speaking

This strand focuses on developing students' understanding of English through listening, and developing their proficiency to use English when speaking in a range of contexts, purposes and audiences. Language learning is based on listening and speaking. Students will have a range of opportunities to practise listening and speaking in order to develop proficiency in using spoken English, to converse, discuss, compare, argue, evaluate and justify points of view. They will listen to and respond to a range of oral English including informal (conversations) and formal situations. They will have the ability to communicate competently in English in a variety of purposes, audiences and contexts.

Strand 2: Reading and Viewing

Reading is crucial for language learning especially for second language learners. English incorporates the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, in a variety of text types, for a range of purposes and audiences. Text based activities allow students to become increasingly skilled speakers and listeners, readers, writers and presenters.

This strand focuses on reading and viewing both written and visual texts and aims to improve students' skills in reading and viewing, understanding, interpreting and adapting written and visual texts.

Teachers are to provide a wide range of texts (both formal and informal/imaginative) for students to read and understand. This strand also focuses on the ways meaning is expressed in visual ways, through combining words and images. Students will have opportunities to study, analyse, interpret and understand visual texts.

Strand 3: Writing and Presenting

Writing and presenting give students the ability and confidence to express their views and ideas either in writing or in visual ways. Students will be exposed to different forms of writing, understand and enjoy a wide range of written and visual language. They will understand, respond to and use written and visual language effectively in a variety of ways and for a range of purposes and audiences.

They will understand the writing process, and accurately and confidently use the rules of both formal and informal writing. They will also learn to write confidently and clearly for different purposes and audiences. Students will understand how meaning is expressed in visual ways, through combining words and images. (Students need not do literature for this course, however, focus will be on improving writing skills, writing grammatically correct sentences, paragraphs and essays).

Sub-strands

The strands are further organised into substrands. For students to be able to understand and use language through listening and speaking, reading and viewing, writing and presenting, they need to have the knowledge and skills to do with:

1. processes and strategies,
2. language,
3. texts, and
4. interpersonal communication.

These four areas are sub-strands of the English curriculum.

Sub-strand 1: Processes and Strategies

Processes and strategies refer to a series of actions or steps which are carried out in order to achieve a purpose. In listening, reading and viewing for example, it includes actions before, during or after listening and reading that assist with decoding, comprehension, improving fluency, integrating multiple sources and so on.

In speaking writing and presenting it includes all those processes and strategies for the production of texts such as planning, generating, collecting ideas, drafting, editing, and revision etc. In interpersonal communication, it is important students use appropriate communication strategies to sustain interaction. These include turn-taking strategies, and strategies to negotiate meaning such as seeking clarification and asking for repetition. An important area of processes and strategies are those that involve reflecting about understanding, seeking feedback, monitoring and evaluating understanding and production.

Sub-strand 2: Language

Language focuses on grammar and punctuation, English phonology, and vocabulary.

Grammar includes the syntactic functions of words (e.g. as verbs, nouns, adjectives or adverbs), the forms of words (e.g. tense, singular or plural forms), the rules of grammar that govern how words are put together to form sentences, clauses and phrases, and the length and complexity of sentences. **Phonology** is just one of the aspects of language. It refers to how sounds of a language are organized and used. The sound system of a language includes the sounds and their features, and the rules which specify how sounds interact with each other.

The component of English phonology significant to reading and writing is the English phoneme, or the individual sounds that make up a word. Phonemic awareness is fundamental as it enables students to develop the understanding of letter-sound relationships that is essential to decoding and encoding. Students have to be able to distinguish sounds before they can match them with the letters that represent them. They need to learn, through deliberate, focused instruction, which letters represent which sounds. Through reading and writing activities, learn to explore more complex letter-sound relationships, for example, by discovering that in English 'one sound can be represented by different spellings: character, kitten, castle, phone, fair, through and through' (NZMOE Effective Literacy). **Vocabulary** includes the words that are used in different contexts. In the study and use of English, distinction is made between high-frequency vocabulary or the most common words of English; academic vocabulary or the words common in secondary and tertiary studies; technical vocabulary or the words specific to a particular topic or field; and low-frequency words or words that are not very common.

Sub-strand 3: Texts

A text is a piece of spoken or written communication that constitutes an identifiable whole or complete thought. In the English learning area, the term includes visual communication as well. The Texts sub-strand focuses on three aspects: **Purposes**, **Audiences and Ideas**; **Text Form and Features**; and **Comprehension**.

Purposes and Audiences refer to the development of learners' understanding of an ability to use language in various contexts. It focuses on the need for learners to be aware of the relationships between text, context, purpose and audience, and to be able to produce a range of text types with appropriate format and associated **rhetorical patterns**. Audiences include those who receive the texts either as listeners, readers, or viewers. Different audiences have different characteristics which influence the choices language users make. Some of the audiences for primary school texts include the teacher, class peers, the whole school, friends, family and sometimes the public.

Ideas refer to the nature of the subject matter or messages learners are required to interpret, at different levels of comprehension, and communicate. As learners progress through different levels of schooling, ideas become less familiar and increasingly complex. Towards the end of secondary schooling, learners have to understand abstract subject matter, challenging themes and issues and be able to discuss different perspectives on complex themes and issues using writing, speaking and presenting in English.

Text form and features focus on the essential conventions of print, and developing students' awareness of the relationships between text, context, purpose and audience. It is expected that students will apply their knowledge of concepts of print in Sāmoan to their English literacy development. Students need to become aware of selected oral and written texts and explore the ways in which these may appear in different formats. Literacy development should reflect increasing control and mastery of different types of texts. This involves learning the purposes of those texts, the way they are organised and what language features are associated with each type.

Comprehension refers to listening, reading and viewing for meaning. It involves being able to recall, interpret and make generalisations in response to texts that they hear, read or view. At its most basic level it is being able to recall, locate facts, ideas and information actually stated. Comprehension is next being able to interpret what is implied or meant by drawing inferences, relating information to personal experience, and making logical connections between ideas. A deeper understanding involves being able to apply what they hear, read or see by extending the ideas beyond the situation. It involves being able to analyse, synthesise and apply information to other information. The curriculum identifies learning outcomes that require the development of these three levels of comprehension: literal comprehension (what is actually stated); interpretive comprehension (what is implied or meant); and applied comprehension (taking what was said: (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas beyond the situation).

Sub-strand 4: Interpersonal Communication

This sub-strand focuses on students being able to understand and use language to communicate with others in familiar and some unfamiliar contexts. It requires that they have the knowledge, understanding and English language skills to be able to facilitate communication, establish and maintain relationships with people they communicate with, exchange ideas and information and generally to get things done. Table 1 outlines the structure of strands, sub-strands and key aspects selected to focus the learning outcomes.

Major Learning Outcomes and Learning Outcomes

Samoa's education curriculum for both primary and secondary is outcomes-based. An outcome-based curriculum clearly identifies the knowledge, skills, attitudes and values that all learners should be able to acquire and demonstrate at a particular level, in a particular subject. Teachers are able to teach and learners are able to learn more effectively when the learning outcomes are shared and made explicit.

Within each of the strands, major learning outcomes and key learning outcomes are prescribed for key language aspects at each year. Major learning outcomes are broad statements of what students are expected to learn. They describe what students need to know and be able to do for each subject and year level i.e. the 'content standards' associated with each learning area and year level.

Learning outcomes are statements that describe what learners demonstrate they know or are able to do as a result of a learning activity. Key language aspects, selected for their importance to knowing and learning a language, focus the learning outcomes so that the progression of knowledge, skills and understanding is easy to follow from year to year through the strands and sub-strands. Outcomes-based education (OBE) shifts from the traditional focus on the topics teachers teach (content) to a focus on what learners are expected to demonstrate.

The characteristics of good learning outcomes show that:

- learning is observable;
- learning is measurable;
- learners can demonstrate the application of their knowledge/skill/attitude;
- what learners are expected to know and to be able to do with their knowledge is highly focused and made explicit to learners, teachers and parents;
- high expectations are held for all learners, in the knowledge that all are capable of achievement;
- there is a focus on development, which emphasises the likely sequence of conceptual and cognitive development;
- a range of teaching contexts, opportunities and means of support are necessary to enable learners to gain knowledge and demonstrate achievement of outcomes.

All learners have different learning needs and learning styles and will not always be ready to demonstrate learning outcomes in the same way at the same time, or even at the same year level. The ultimate test of a good learning outcome is whether or not the action taken by the participants can be assessed in an authentic way. Learning outcomes enable teachers to closely monitor the progress of learners, and to report accurately to parents on learner progress. It follows that there is a close connection between learning outcomes and ongoing assessment of learners.

Each strand has learning outcomes. These aims group broad progressions of learning outcomes at each year level. Most language situations are a complex mix of activities. Therefore, a range of learning outcomes from some or all of the strands will be woven together into learning situations, activities and experiences. This integration helps enrich students' experiences and skills in English for both social and academic purposes.

Strand 1 Major Learning Outcomes

Students should be able to:

- Engage with and enjoy oral language in all its varieties;

- Understand, respond to and use oral language effectively in a range of contexts (e.g., formal and informal);

- Interpret speakers' feelings, views, attitudes and intentions;

- Express information and ideas - personal experience, feelings, opinions, imaginative ideas – clearly, confidently and fluently;

- Speak fluently and clearly using appropriate vocabulary, pace, stress and register suited to the context, purpose and audience.

Strand 2 Major Learning Outcomes

Students should be able to:

- Read, understand and appreciate a range of written texts, and how the writer's purpose, audience, form, context, cultural background, structure and language choices affect meaning and the reader's interpretation.

- Understand, decode and interpret the rules of visual communication and media, including newspapers and advertisements.

- Access, appreciate, understand and use information technology and all forms of media.

Strand 3 Major Learning outcomes

Students will be able to:

- Understand, interpret, analyse and critically evaluate a range of texts – including reports, informative and expository pieces from a range of sources, including newspapers.

- Write fluent, engaging and grammatically correct different forms of text responses (formal, personal, persuasive and informative pieces of writing) that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.

- Create and present visual and media texts, incorporating ICT, for a range of different purposes and audiences.

- Use appropriate and varied vocabulary, expressions and correct grammar.

- Paraphrase and summarise written and visual texts.

STRANDS → / SUB-STRANDS ↓	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING
Processes and Strategies (P)	• Grammar • Phonology • Vocabulary	• Grammar • Phonology • Vocabulary	• Grammar • Mechanism: spelling, punctuation, capitalisation • Vocabulary
Language (L)	• Purposes, audiences, ideas • Text form and features • Comprehension	• Purposes, audiences, ideas • Text form and features • Comprehension	• Purposes, audience, ideas • Text form and features
Texts (T)	• Comprehension • Communication • Thinking critically • Monitor, self-evaluate, reflective	• Processing strategies • Comprehension strategies	• Encoding • Composing
Interpersonal Communication (I)	• Interpersonal context • Content • Delivery: fluency, pronunciation, non-verbal		

TABLE 1
Structure of strands, sub-strands and key aspects selected to focus the learning outcomes.
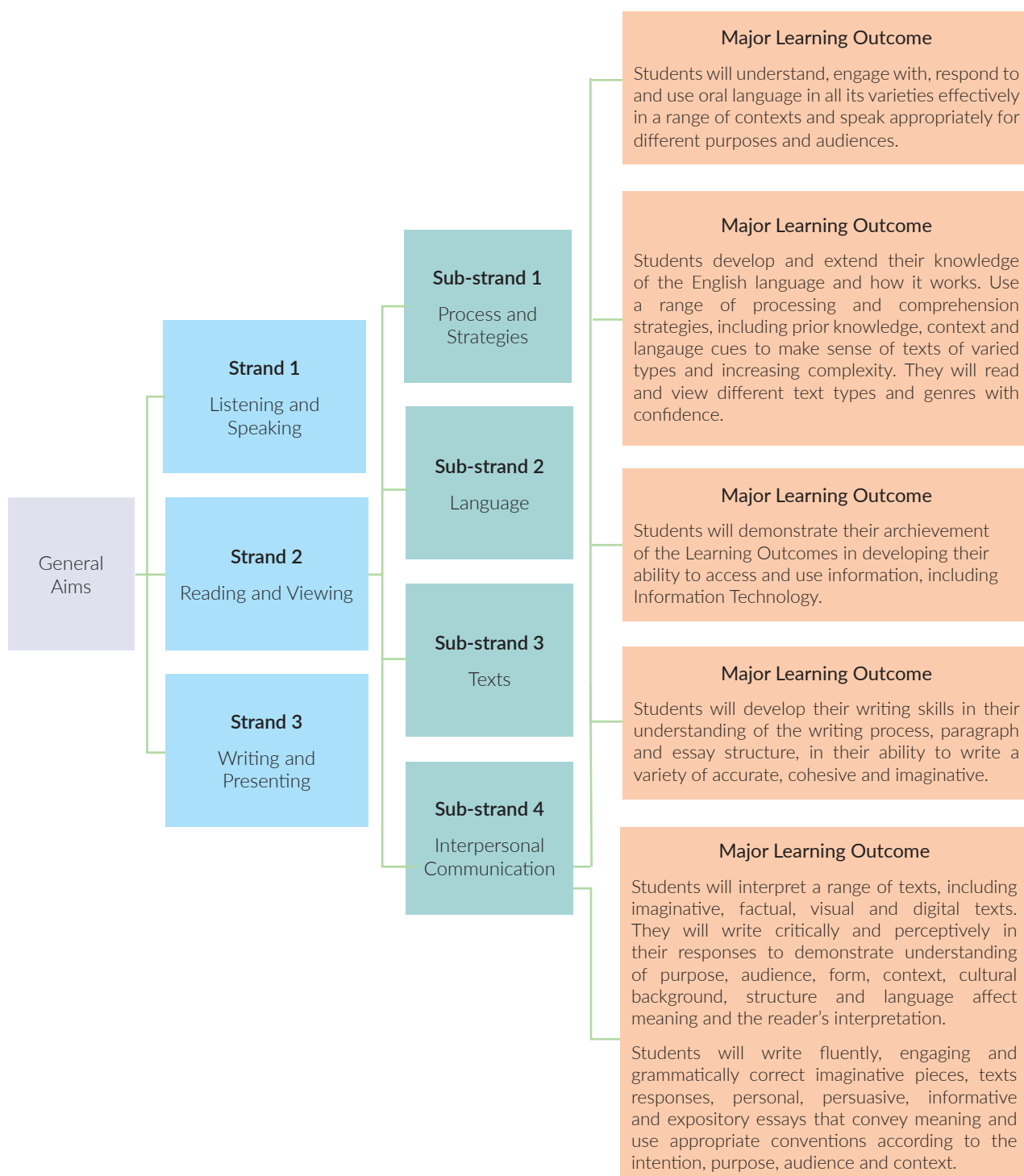
		Major Learning Outcome
		Students will understand, engage with, respond to and use oral language in all its varieties effectively in a range of contexts and speak appropriately for different purposes and audiences.

Sub-strand 1
Process and Strategies

Major Learning Outcome

Students develop and extend their knowledge of the English language and how it works. Use a range of processing and comprehension strategies, including prior knowledge, context and langauge cues to make sense of texts of varied types and increasing complexity. They will read and view different text types and genres with confidence.

Strand 1
Listening and Speaking

Sub-strand 2
Language

Major Learning Outcome

Students will demonstrate their archievement of the Learning Outcomes in developing their ability to access and use information, including Information Technology.

General Aims

Strand 2
Reading and Viewing

Sub-strand 3
Texts

Major Learning Outcome

Students will develop their writing skills in their understanding of the writing process, paragraph and essay structure, in their ability to write a variety of accurate, cohesive and imaginative.

Strand 3
Writing and Presenting

Sub-strand 4
Interpersonal Communication

Major Learning Outcome

Students will interpret a range of texts, including imaginative, factual, visual and digital texts. They will write critically and perceptively in their responses to demonstrate understanding of purpose, audience, form, context, cultural background, structure and language affect meaning and the reader's interpretation.

Students will write fluently, engaging and grammatically correct imaginative pieces, texts responses, personal, persuasive, informative and expository essays that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.

FIGURE 2
Hierachy English Curriculum Overview

Approaches to Teaching and Learning

The National Curriculum is aimed at enabling students to learn as effectively as possible. The role of teaching and learning involves learners, teachers, parents, support personnel and the community, in a process where learners go through a sequence of transitions and insights to construct new understandings. The process is student or learner-focused with the teacher providing meaningful, realistic contexts, innovative activities and effective instruction.

Students learn best when they take action themselves to generate and create meaning, and to apply new knowledge in meaningful situations. Teaching practices must be innovative and aim at effective learning. This assumes that:

- Language is learned best in settings that require students to use language in a variety of contexts and ways.
- In the classroom this means an emphasis on discussion, working interactively in groups with teachers facilitating the learning and encouraging students to express their views.
- Teachers use appropriate and high quality English language in the English classroom.
- English is the medium of instruction for English teaching.
- The content is relevant and appropriate to the students.

- Ongoing feedback and assessment to enhance learning is incorporated in all activities.

Students are more likely to be involved in effective learning if teachers use a range of activities including discussion, investigation, debates, reflection, problem solving and small group activities. Such activities help students to think critically and apply knowledge accordingly. Teachers should provide scaffolding and models to give students a clear guide to achieving the learning outcomes.

The emphasis on learning focuses attention on what students are able to do and say as a result of what they have been taught and what they have learned.

Students need to be able to:

- Relate new ideas to previous knowledge and experience;
- Engage in debate and reflect;
- Investigate;
- Solve problems; and
- Apply knowledge to generate and create meaning.

Assessment and Evaluation

Assessment is not separate from the curriculum but is a cornerstone of outcomes-based learning in all subjects. It is the process of collecting and interpreting evidence in order to determine the learner's progress, to make judgements about a learner's performance and, above all, to improve each student's learning.

An outcomes-focused approach to assessment involves:

- providing a range of opportunities for learners to be aware of and to demonstrate outcomes;

- gathering and recording evidence of learners' demonstration of outcomes;
- making judgments about learners' demonstration of outcomes;
- guiding the planning of teaching and learning programmes;
- reporting achievement to learners and parents in an effective way which encourages further learning.

Assessment should be an integral part of teaching and learning: it should not merely test learner

achievement at the end of a unit of work. For this purpose, teachers' guide/manuals provide assessment guidelines appropriate for each learning outcome – which need to be adapted to suit the circumstance of each classroom situation. For assessment to achieve its full potential teachers need to ensure that learners receive immediate feedback on areas that need improvement.

There are three purposes of assessment:

1. Assessment for learning

2. Assessment as learning

3. Assessment of learning.

Assessment *for* learning

Assessment of individual learners' progress is, above all, diagnostic and informative. The purpose of such assessment is to improve teaching and learning by diagnosing learning strengths and weaknesses before teaching and learning commences, and then measuring learners' progress against defined learning outcomes, and reviewing the effectiveness of teaching programmes. The information which teachers record from these assessments enables clear profiles of individual learners' achievement to be built. These profiles are used to inform teachers about each learner's learning and development, and to provide the basis for feedback to learners and parents.

Assessment for learning is based on a variety of student activities. These include: questioning of and by students; class exercises and activities involving individual and group work; products created by learners; projects and portfolios; teacher observations of learner performance; discussion; student self-assessment and peer assessment.

Activities such as these give teachers the opportunity to give verbal or written feedback to each student. The feedback is constructive and encouraging, and aims to build confidence. It is mainly descriptive, emphasising strengths and challenges. The information also gives teachers the opportunity to adjust their own teaching to ensure students' learning is proceeding satisfactorily. No grades or scores are given.
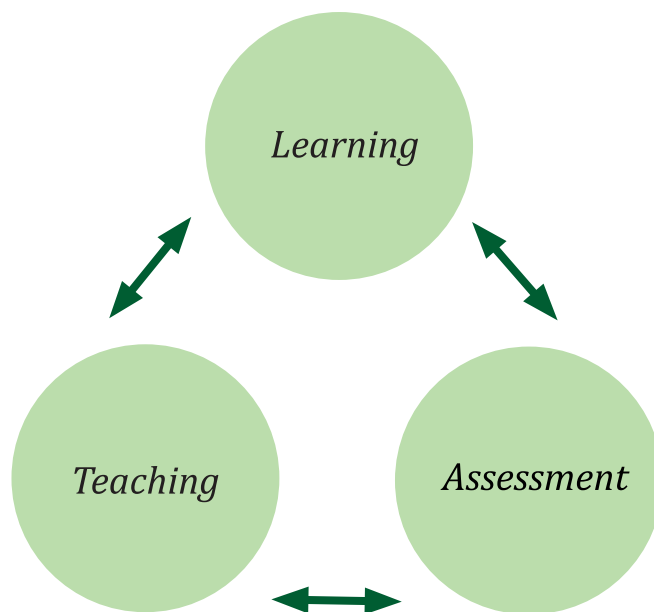
FIGURE 3

Learning-teaching-assessment cycle

Assessment *as* learning

A learning outcomes approach to teaching and learning requires constant classroom assessment of learner progress for each clearly defined outcome, and constant feedback to learners and parents. Assessment should be positive and encouraging and help learners understand how to improve. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome – known to both the learner and the teacher.

Students have some ownership of, and take responsibility for, their learning because they know in advance what is expected of them – what the learning goals are, and how achievement of the goals is going to be measured. Assessment tasks are explicitly linked to the curriculum and classroom programme.

Assessment *of* learning

Assessment of learning is summative. It takes place at the end of a learning unit and is usually accompanied by a grade or score. It tells the student, parents and the teacher how achievement compares with the expected outcome.

Essential skills

Essential skills are the broad skills that are developed throughout the years of schooling. The essential skills are developed as a result of the quality of the experiences provided in all classroom and school activities. They are used by students in all school activities as well as in their social and cultural world outside the school. Sāmoa's National Curriculum Policy Framework specifies seven essential skills.

Communicating effectively

Communication underpins all learning and includes reading, writing, speaking and listening, visual and graphic representation, non-verbal communication and the use of numbers and data to convey meaning. In English, this means that students are required to read, write, discuss and develop the skills of discrimination and critical analysis when they interpret oral, written and visual texts. It also requires students to be competent in using information and communication technologies essential for participation in society.

Solving problems

This involves the use of enquiry and reasoning, gathering data and processing information, posing creative solutions and evaluating outcomes. Mathematical concepts and skills are often used when solving problems. In English, this means that the students will develop the ability to gather, interpret and use information, determine its relevance, and present it constructively and appropriately, as a basis for solving problems and making decisions. The interpretation and writing up of information presented in graphs, tables and charts, and presenting information, is an integral part of both visual and written strands of English.

Utilising aesthetic judgement

This involves the use of visual and performing arts as a means of expression and requires an appreciation of the aesthetic value of objects and experiences. In English, this means that students will be able to develop artistic and creative skills through visual language, personal writing, story-telling, dramatisation and other opportunities presented which require individual innovation and creativity.

Developing social and cultural skills and attributes

The capacity to operate socially and to work effectively with others is an essential skill. It requires an understanding of context, of cultural norms and expectations and the ability to negotiate and reach consensus. It also involves individuals developing their ethical framework including an informed understanding of the issues associated with gender. In English, this means recognising the importance of social and cooperative skills for learning and language development. Many of the approaches to learning and teaching English include group and cooperative activities that are designed to help students develop their ability to use language and communicate with others. This statement also recognises the need for students to develop respect for individual differences, and to participate in a range of social and cultural settings.

Managing oneself and developing work and study skills

Students need to be able to manage their time effectively to allow them to pursue personal, spiritual, sporting and academic interests. They need to know how to resolve conflict in constructive ways that allow all involved to feel that they have been treated with fairness and respect. They need to take personal responsibility for their choices and actions and learn from both their mistakes and successes. This includes responsibility for personal health and fitness. These are an integral part of any language programme. Students should take increasing responsibility for their own learning and for working independently and in groups. Learning and teaching programmes provide opportunities for self-monitoring and self-evaluation and enable students to set goals for themselves.

Integrating knowledge

While learning areas are used as the organisers of knowledge, the prime purpose of education is for students to understand the world around them and see the links between the various areas. This requires a deep and thorough understanding of subjects so the knowledge gained can be linked to experience and complex interrelated understandings developed.

In English, this means language learning and teaching programmes should incorporate integrated, holistic approaches, and use a combination of approaches. Sharing books, expressing students' own experiences orally and in writing, using guided reading texts, and writing in different genres are examples which involve the integration of reading, speaking and listening. Importantly, when making sense of what they hear, read and view, students need to bring together their experience and knowledge of how texts work in order to construct meaning and develop new understandings.

Effectively using technology

Technology involves the development of the skills and knowledge used to make and construct objects and products used in day-to-day living and in the pursuit of special interests. Technology also involves the use of technology used to access information stored electronically. Over time, information technology will become more widely available and be increasingly used in all areas of the curriculum to create, locate and store information.

In English, students are exposed to technological skills that are important in language learning. Information and communication technologies are integrated into the teaching and learning processes to enhance learning. Students develop knowledge and understanding of software applications such as word processors and tools such as grammar and spell checks and dictionaries, and electronic display and presentation devices. Access to computer technology will enhance the learning of English, and assist the development of oral, written and visual communication skills.

As information technology becomes widely available in Sāmoa, children are growing up in a world where vast stores of information in a variety of formats are all around them. In order for them to function in this environment they must be able to acquire, evaluate and use information effectively. Information Literacy Skills emphasise the problem solving, critical and creative thinking, decision making, and cooperative learning that prepare students for the challenges in society. Students need to actively seek to construct meaning from the sources they encounter and to create products that shape and communicate that meaning effectively. Recognising that technology is only a tool for accessing, communicating and storing information, the new curriculum develops students' expertise in accessing, evaluating and using information. It provides the essential knowledge and skills that prepare students to locate, analyse, evaluate, interpret and communicate information and ideas in an information-intensive environment.

Language and Learning

The language associated with learning is often abstract and demanding for learners. For students who learn through the medium of their second language, English, learning is even more complex. They are expected to learn in English as well as continue learning English. Students are required to develop English Language for school learning while coping with the requirements of content learning. Students need mastery of English for success in other subjects such as Mathematics and Science, It is essential for the development of research skills and for tertiary and technical education.

Students must use English to reason through to conclusions, read and understand expository texts, develop arguments, analyse, synthesise and evaluate ideas. Furthermore they are assessed in English on how well they express themselves in writing as well as orally and visually. English for second language learners may take at least 5 to 7 years to develop English language skills for academic learning compared to those students whose first language is English. Students need to understand, speak and write in English and participate effectively in learning activities.

Language is developed in relevant and meaningful contexts. The development of English language skills for learning needs to be supported in all areas of the curriculum.

An effective English Language Programme will have the following features:

- a planned integration of content and language learning in interesting contexts;

- the provision of opportunities for students to use language for both social and academic purposes;

- a range of activities which develop understanding by integrating reading and writing, listening and speaking, viewing and presenting;

- a variety of tools used to keep students engaged and ensure that they are learning progressively;

- focused instruction on language structures from word forms and meanings to sentence patterns, to whole texts, and the structures and conventions that go with them;

- opportunities in learning activities for students to interact with each other in English;

- teachers using English as the medium of instruction at all times;

- Frequent opportunities for meaningful interaction between teachers and students, with teachers modeling the correct use of English in speech and writing.

English as a Second Language

Most students in Sāmoa are learning English as their second language. Some points therefore need to be made clear:

- Being competent in a first language is an important basis for learning other languages. This means that the first language is a useful aid for understanding, making assumptions and deriving conclusions about English, especially in the early stages of acquisition;

- It takes about 2 to 3 years to develop competence in another language for social purposes, but 5 to 7 years to develop language skills for academic purposes;

- As students progress to higher levels of language learning and learning programmes become increasingly difficult, concepts become more abstract, and the academic uses of English become more pronounced. This means that the explicitness of the language teaching becomes more crucial and instruction must focus increasingly on meaning as well as on language forms or grammar;

- Each period of English learning should introduce, develop, or reinforce a language learning focus. This will involve the teacher in planning his/her lessons to ensure that each lesson has structure, uses a range of teaching and learning strategies, and has an interactive role for students. The aim

must be to foster an atmosphere of trust so that learners can take risks in trying out the new language;

- Every school's English programme at each level should engage students in speaking and conversing in English , using new vocabulary, structures and skills, in a range of ways that combines spoken, written, and visual forms of language;

- All teachers should be aware of the importance of focusing on language learning in their particular subject area;

- A variety of relevant language sources is used to stimulate learning and language development;

- Cultural differences and similarities need to be made explicit and valued as students develop understanding of the new language;

- Assessment and feedback is integral to involve students in their ongoing learning. Teachers must incorporate assessment for learning or formative assessment in all their teaching. Assessment for learning occurs when we seek out and interpret evidence that helps us and our students to understand:

  - where they are in their learning
  - where they need to go to next and
  - how best to get there.

Values in the Curriculum

Values are deeply held beliefs about what is important or desirable. They are expressed through the ways in which people think and act. Like the essential skills, they are central to the personal development of each individual and the way the broader society operates. Values are not only developed by schools but by the broader community including the media. The school curriculum will help individuals to develop and clarify their own beliefs and values. Every decision relating to curriculum and every interaction that takes place in a school reflects the values of the individuals involved and the collective values of the institution. The values that underpin the Sāmoan curriculum include:

Fairness, in order to endure that: decisions and practices are viewed as having respected the opinions of others and where outcomes are accepted as just.

Honesty, in order to ensure that: there is consistency and sincerity in what is said and done.

Excellence, in order to ensure that: high achievement is valued and celebrated.

Responsibility, in order to ensure that: students are responsible for their actions and undertake actions to assist others.

Respect, in order to ensure that: others are treated with consideration and sensitivity, the physical environment is maintained and cultural and spiritual values and societal rules are adopted by all.

Tolerance, in order to ensure that: the differences and diversity within society are respected and accommodated.

Values in English

Values are qualities that learners should develop as principles underlying conduct and decision making, while positive attitudes are personal dispositions needed to perform a task well. In the teaching of English, opportunities for the development of positive values and attitudes are provided through learning tasks. Examples of positive values include self-esteem, perseverance, interdependence and tolerance. Instances of positive attitudes are responsibility, open-mindedness, confidence in using English and respect for the different cultures of the English-speaking world. Learning in English provides opportunities for students to explore, challenge, think critically about and clarify their values and attitudes. Through personal learning experiences inside and outside the classroom, students have a variety of opportunities to acknowledge the values and attitudes of others. In exploring oral, written or visual texts, students consider the values and viewpoints expressed and compare them with their own. Therefore, schools must provide learners with the basis on which they can make informed and reasonable decisions in the following areas.

Fairness, collaboration, acceptance, consultation

The learning programme in English allows students to work collaboratively, discussing ideas and feelings with each other during group discussions and brainstorming, listening attentively to their peers' views and contribution and forming their personal decisions and/or point of view. Students should treat information, issues and ideas fairly in any discussions, base decisions on majority consensus, and respect others' views.

Open-mindedness, tolerance and understanding

Students should listen with an open mind to the ideas of others; personally reflect on genres discussed or read about, and respect cultural, economic and social differences within their learning environment.

Honesty and integrity

Students should be sincere and honest in what is discussed or written in relation to information, issues, topics and genre presented.

Honour and respect

Students should be able to treat others with consideration and sensitivity, and respect another person's opinions and beliefs.

Wisdom, excellence and perseverance

Students should aim to achieve to the best of their ability, learn something worthwhile and useful, utilising all language skills to research topics and issues.

Responsibility

Students should be responsible for their own actions, be able to assist others, resolve disagreements and conflicts by peaceful negotiations and show care and concern for everyone they interact with. They should also be aware of their responsibility and obligation for the common good of humanity in various spheres of life.

Consideration and inclusion

In their learning, students should be concerned about themselves and others. They should be inclusive of, and cooperate with, everyone regardless of differences and abilities.

Gender

The National Schools Curriculum Framework requires education to be gender-inclusive. This means that students should not be excluded from developing good self-esteem or from participating fully and successfully in learning because of gender stereotypes.

Consequently, resources and materials used with this curriculum should not be gender-biased. They must give learners the opportunities to understand how males and females can have a wider range of occupations, tasks and responsibilities and use gender-neutral language where appropriate.

School programmes and classroom learning tasks should reflect the diversity of roles available to women, men, girls and boys. Teachers need to ensure that gender is not an obstacle to learning, success or individual value.

Inclusive Education

The Ministry of Education, Sports and Culture is committed to providing high-quality education to all Sāmoan students within a school culture based on respect and acceptance. A key component of quality education is the provision of appropriate programmes for students with special needs or at risk because of social or economic circumstances. The principle that 'All students can be successful learners' recognises that all students can succeed when they are provided with sufficient time, support and effective teaching. This ensures that the aims of social justice and equity are seen in practice as all students irrespective of race, ethnicity, disability or socio-economic background can achieve quality educational outcomes.

It acknowledges the right of all students to be successfully enrolled in schools and experience success through participating in inclusive educational programmes.

Where possible, all student needs should be met in mainstream schools as these provide the rich social and cultural setting to best develop social and cultural skills necessary to fully operate in the broader community.

For all students, the need to cater for their individual needs and develop appropriate skills, knowledge and personal attributes through a holistic approach to learning is at the centre of all educational programmes. All students have the right to be included in their local school where they will have the opportunity to access the rich social and cultural setting to best develop the social and cultural skills necessary to be included in the broader community.

Supporting the process of inclusive education

Inclusive education is a process whereby the school systems, strategic plans and policies adapt and change to include teaching strategies for a wider, more diverse range of children and their families. Inclusive education means to identify a child's learning style and adapt the classroom and teaching strategies to ensure high-quality learning outcomes for all members of the class. Everyone is important, unique and valued for their contribution to the school.

Students who are gifted in one or more areas also have educational needs. For these students, it is important that programmes are provided that extend their abilities and assist them to develop their intellectual, artistic or other talents to their fullest potential.

Time Allocation

Time allocation for English in Secondary Schools in Samoa is as follows:

- Year 9: 4 hours per week.
- Years 10 – 12: 5 hours per week.

Year Level
Strands, Sub-Strands, Major And Key Learning Outcome, Learning Outcomes

STRAND 1: LISTENING AND SPEAKING

Sub-strand: **Process and Strategies, Language, Texts and Interpersonal Communication**

MAJOR LEARNING OUTCOMES

Students should be able to:
- *Engage with and enjoy oral language in all its varieties.*
- *Understand, respond to and use oral language effectively in a range of contexts (e.g., formal and informal).*
- *Interpret speakers' feelings, views, attitudes and intentions.*
- *Express information and ideas - personal experience, feelings, opinions, imaginative ideas – clearly, confidently and fluently.*
- *Speak fluently and clearly using appropriate vocabulary, pace, stress and register suited to the context, purpose and audience.*

1. Students will understand, engage with, respond to and use oral language in all its varieties effectively in a range of contexts and speak appropriately for different purposes and audiences.

Students will demonstrate their achievement of the Learning Outcomes in developing their ability to access and use information, including Information Technology in the following ways when they can:

YEAR 10	YEAR 11	YEAR 12
• Listen attentively, comprehend and respond to simple questions and instructions in formal and informal settings – class, assemblies, meetings, small group discussions, personal conversations and informal conversations. • Participate in class discussions: - in answering and asking questions, - recognise appropriate turn taking cues in conversations. • Practice new words in conversations and speak with clear pronunciation and sentence structure to express ideas, meaning and feelings in informal settings.	• Listen, comprehend and respond to questions and instructions in formal and informal settings – class, assemblies, meetings, small group discussions, personal conversations and informal conversations. • Participate in conversations and all class activities, both small group and whole class discussions. Use appropriate turn-taking cues to support conversations or discussions. Use correct register in both conversational and formal settings. • Build up working oral vocabulary and use it appropriately with clear pronunciation and structure to express ideas, meaning and feelings in informal settings.	• Have excellent listening skills and conversational skills and participate actively in all class oral activities. • Participate fluently in conversations – in informal settings; such as with friends, and in formal situations such as with elders seniors, school or workplace situations. Be aware of and use the appropriate language register in speaking in different situations. • Extend working vocabulary and use appropriate vocabulary, clear pronunciation and structure to express ideas, meaning and feelings in informal settings.	• Listen attentively and speak fluently and confidently. Initiate, conduct and participate in fluent informal conversations and in more formal settings; ask and answer questions. • Respond confidently for a range of purposes, audiences and contexts. Use the appropriate language register in speaking to different people and in different situations, in formal and informal social settings, such as debates, speeches, greetings, interviews and the workplace. • Use varied vocabulary, clear pronunciation, correct intonation and stress to express ideas, meaning and feelings in informal settings.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Record and take notes of small group discussions to report back to the class. • Develop questioning techniques in discussions- ask why, where, when, what, how, what if questions. • Speak confidently and fluently with good voice rojection – clarity, tone, pause and pace, volume. • Present a short prepared speech on a topic of own choice. It should have a good opening, a body of interesting information and a conclusion. It should be delivered with a clear voice, and audience eye contact established. • Read confidently to the class – novels, stories, informative texts, poetry, and songs.	• Discuss issues in group and class discussions. Record the main points from discussions. • Develop questioning techniques in discussions- ask why, where, what, when, how, what if questions. • Speak confidently and fluently with good voiceprojection – clarity, tone, pause and pace, volume. • Prepare and present a prepared speech on a topic chosen by teacher. The speech should have an introduction, a body with main points and a conclusion. The language should be varied and suited to the topic. The oral delivery should be in a clearvoice, with eye contact with the audience. • Read confidently to the class – novels, stories, informative texts, poetry, and songs.	• Actively participate in discussions on texts and ideas. Record the main points from discussions, speeches, debates and be able to present these to the class. • Develop questioning techniques in discussions- ask why, where, when, what how, what if questions. Use open and closed questions. • Speak confidently and fluently with good voice projection – clarity, tone, pause and pace, volume. • Prepare and present a prepared speech on a current issue. The speech should be well crafted, and use appropriate language techniques, such as an arresting opening statement, logical progression of arguments with evidence, and a conclusion delivered in a clear, articulate voice, modulated to engage the audience, with appropriate eye contact. • Read confidently to the class – novels, stories, informative texts, poetry, and songs.	• Analyse and record accurately the key ideas, techniques and responses arising from various examples of both formal and informal spoken English. • Develop higher order questions and sophisticated questioning techniques in discussions- ask why, where, when, what, how, what if questions. Use open and closed questions. • Speak confidently and fluently with good voice projection – clarity, tone, pause and pace, volume. • Prepare and present well-crafted and coherent impromptu and prepared speeches on significant issues. Well-constructed, with an arresting opening statement, logical progression of arguments with evidence, a convincing conclusion. The language chosen appropriate to the topic and such techniques as emotive language, imagery and rhetorical questions incorporated if appropriate. It is to be delivered in a clear, articulate voice, modulated to engage the audience, with appropriate eye contact. • Read confidently to the class – novels, stories, newspaper articles, informative texts, poetry and songs.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
Participate in all class oral activities	Participate in all class oral activities	Participate in all class oral activities	Participate in all class oral activities
• Small group discussions	• Small group discussions	• Small group discussions	Small group discussions
• Class discussions	• Class discussions	• Class discussions	• Class discussions
• Text responses	• Text responses	• Text responses	• Text responses
• Prepared and impromptu speeches	• Prepared and impromptu speeches	• Prepared and impromptu speeches	• Prepared and impromptu speeches
• Poetry recital	• Poetry recital	• Poetry recital	• Poetry recital
• Reading a story	• Reading prepared text	• Reading prepared text	• Read seen and unseen texts
• Narrate a story	• Reading unseen texts	• Reading unseen texts	• Narrate a story
• Debates	• Narrate a story	• Narrate a story	• Debates
• Group plays	• Debates	• Debates	• Group plays
• Listen to oral stories and retell the story in own words	• Group plays	• Group plays	• Presentation of reports to the class
	• Listen to oral stories and retell the story in own words	• Listen to oral stories and retell the story in own words	• Formal introductions
	• Formal introductions	• Formal introductions	

STRAND 2: READING AND VIEWING

Sub-strand: **Process and Strategies, Language, Texts and Interpersonal Communication**

Reading and viewing texts enables students to understand and communicate ideas. This strand focuses on reading and viewing and aims to develop and enhance students' skills in reading, viewing, understanding, interpreting and adapting texts in English. Students should engage with and enjoy written and visual language. Teachers should include a wide range of written language, including literary texts. Students need to be able to read and enjoy texts with confidence and competence. They should read widely for personal enjoyment and interest and think critically about what they read.

They should read widely for personal enjoyment and interest, think critically about what they read then relate and respond to show their understanding of the texts read and viewed.

Students should be able to understand, engage with, and respond to written and visual texts in a range of contexts. Visual literacy includes the ability to understand, interpret, decode, question, evaluate and appreciate visual images and conventions as well as written texts.

MAJOR LEARNING OUTCOMES

1. Read with confidence and enjoyment.
2. Access, read and understand visual and media texts from a range of sources including Information Technology.

3. Think critically about, and respond to a range of texts, including literary, factual, visual and digital, with understanding and confidence.
4. Read widely for personal enjoyment and interest.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
1. Develop Reading Skills		*b) Use a range of processing and comprehension strategies, including prior knowledge, context and language cues, to make sense of texts of varied types and increasing complexity.*	
Students will:			
a) Develop and extend their knowledge of the English language and how it works.		*c) Read and view different text types and genres with confidence.*	

Students will demonstrate their achievement of the Learning Outcomes in developing their reading skills in the following ways when they:

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Develop and refine strategies to determine or clarify the meaning of unknown and multiple-meaning words. These strategies include inferring, looking at the context, and using cues from the sentence, using visual cues, prior knowledge, expectation and prediction.		• Use the comprehension strategies of prior knowledge, prediction, inference, re-reading and drawing connections. Question the text and engage in learning dialogues with texts, peers and teachers through the process of posing questions that explore the text's many possible meanings. Construct questions about the text.	• Demonstrate the use of word level and text level reading strategies, including, prior knowledge, prediction, inferences, re-reading. Read a wide variety of texts and identify how meaning is created to suit the audience, purpose and context of the text. Restate the meaning of the text in their own words
• Develop an understanding of the different forms of texts – narrative and factual and the differences and characteristics of each text type.		• Show understanding of a variety of genre and their forms both poetry and prose, imaginative and factual by analysing and presenting examples of different texts.	• Examine and explain specific characteristics of a wide range of literary and factual genre, including poetry and prose writing.
• Develop an understanding of a variety of narrative (short story, novel) and poetry forms and the features of factual texts and identify their features.			

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Demonstrate understanding of word relationships, and nuances in word meanings. • Construct word lists from the text, especially noting unusual and new words. • Make up word games.	• Demonstrate understanding of figurative language by writing similes and metaphors, and using alliteration in sentences. Create a visual representation of a part of the text in a poster or cartoon or visual text. • Construct word lists from the text and use these as the basis of their own sentences.	• Define words and terms. • List the unusual terms or expressions found in the text, such as particular images, symbols, similes or metaphors, unusual words or sentence structures. • Construct extended vocabulary lists that include unusual expressions and idioms, and the specific language techniques used in the text. • Build a word bank of the root words of English – Greek and Latin, suffixes and prefixes.	• List the unusual terms or expressions found in the text, particular images, similes, metaphors, symbols, unusual words, • Discuss interesting aspects of the text, including setting, tone and mood; how this affects our responses. • Extend the word bank of the root words of English – Greek and Latin, suffixes and prefixes
• Construct character portraits- draw the characters and make up lists of adjectives that describe them.	• Demonstrate comprehension of texts by retelling in own words – orally and in writing.	• Retell the story from a different character's perspective. • Write a creative response to the text, replicating the author's style and writing an extra chapter, or a different ending, or exploring a part of the text or an incident that is not fully explored by the author. It could be another character's viewpoint. If the story is narrated from a young person's perspective, students could write the story, or parts of it from the parent's perspective.	• Engage with the text by writing a creative response based on the text, which replicates the author's style and language features – it could be retelling a part from a particular character's perspective, an exploration of the part of the text which was not written about, or a story involving an incident or character which is not fully explored by the writer. This task is designed to demonstrate students deep level thinking about the text and the writer's purpose and use of language.
• Discuss the ideas/themes the text explores and list them. Relate these concerns to their own lives.	• Relate the text's concerns or themes to their personal experiences.	• List and analyse the important themes, ideas that the text raises, and participate in class and small group discussions on them. • Make connections with other texts and experiences. Relate themes to their own experiences and lives.	• Explore the themes and concerns of the text. Discuss these in small groups. Relate these concerns to their own experiences and lives. • Discuss the ways in which the cultural context of the text is similar or different from their own.

STRAND 2: READING AND VIEWING

Sub-strand: **Process and Strategies, Language, Texts and Interpersonal Communication**

Students will:
2. Access and use information, including Information Technology

Students will demonstrate their achievement of the Learning Outcomes in developing their ability to access and use information, including Information Technology in the following ways when they:

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Understand how to find and identify words and appropriate meanings in a dictionary (*hard copy*), or a dictionary on a computer or a dictionary online.	• Conduct research and understand how to find data (from a library, existing research, or the internet), select, arrange and present information. • Use a dictionary and thesaurus to identify meanings in context from a hard copy, existing web dictionary on a computer or using the internet.	• Develop research methods in order to conduct research using referencing techniques from texts and the internet. • Use a range of research skills and sources, including a dictionary and thesaurus (*hard copy, web dictionary on a computer, online*) to identify word classes, meanings, synonyms and antonyms for specific contexts. • Select and interpret information from a range of sources.	• Use a variety of research skills and sources of information. • Select, interpret and synthesise information from a range of resources. These include the library, the internet and primary sources
• Understand the parts of books and their functions or purpose, in fiction, non-fiction and reference texts.	• Select and arrange findings manually or using a computer. • Develop skills of note making, skimming for ideas and scanning text to identify key information either manually or by using electronic devices such as laptops, smart-phones, computers, and tablets.	• Identify and use both primary and secondary sources in research investigation using appropriate methods.	• Confidently obtain and interpret information from a wide variety of sources such as texts, libraries/resource centers, the internet, newspapers, magazines, television and radio, videos and films.
• Understand how to access parts of a book and the internet.	• Keep a log of steps and sources used, in a text or possible electronic devise.	• Keep a log of steps and sources used, in a text or electronic device.	• Maintain a log (hard copy, electronic device) which fully documents the steps taken and the resources used in the course of their research.
	• Conduct research, including viewing visual texts to find and interpret information, using referencing techniques from texts or the internet.	• Conduct research using referencing techniques from texts or the internet.	• View, research, record, write and present information using ICT skills.

STRAND 3: WRITING AND PRESENTING

Writing and presenting enables students to express themselves in writing and in visual ways. Students will engage with and enjoy written and visual language in its many forms and will understand, respond to and use written and visual language effectively in a variety of ways and for a range of purposes and audiences.

They will understand the writing process, and accurately and confidently use the conventions of both formal and imaginative writing to write confidently and clearly according to their purpose and audience.

MAJOR LEARNING OUTCOMES

Students should be able to:
- *Write a variety of accurate, cohesive and imaginative and formal texts to demonstrate their understanding of the writing process, paragraph and essay structure.*
- *Understand, interpret, analyse and critically evaluate a range of literary and formal texts – including novels, short stories plays, poetry, film, reports, informative and expository pieces from arrange of sources, including newspapers .*

- *Write fluent, engaging and grammatically correct imaginative pieces, text responses, personal, persuasive, informative and expository essays that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.*
- *Use appropriate vocabulary and grammar.*
- *Paraphrase and summarise.*
- *Create and present visual and media texts, incorporating ICT, for a range of different.*

Students will: 1. Develop writing skills.

Students will demonstrate achievement of the Learning Outcomes in developing their writing skills in their understanding of the writing process, paragraph and essay structure, in their ability to write a variety of accurate, cohesive and imaginative texts in the following ways when they:

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.	• Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.	• Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.	• Spelling – identifying stages in spelling, strategies to move to the next stage, strategies include using syllables, word origins, letter patterns, suffixes, word derivatives.
• Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.	• Vocabulary –building vocab using synonyms and antonyms and word origins to identify word families.	• Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.	• Vocabulary – building vocab using synonyms and antonyms and word origins to identify word families.
• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement.	• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement.	• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement.	• Grammar – parts of speech including: nouns, verbs, adjectives, adverbs, tense, subject verb agreement, noun-pronoun agreement, sustain a consistent voice.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas.	• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.	• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.	• Punctuation – full stops, capital letters, question marks, exclamation marks, speech marks, apostrophes (possessive and contractions) and commas, ellipses, dashes, colons and semicolons.
• Sentence structure – simple sentences, compound sentences, complex sentences and periodic sentences.	• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.	• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.	• Sentence structure – simple sentences, compound sentences, complex sentences, periodic sentences, vary sentence length according to purpose and effect.
• Styles of writing – formal and informal language, narratives, information reports, persuasive, recount and explanatory.	• Styles of writing – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive.	• Styles of writing (teaching the conventions, structures and features of) – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive, sustained narrative with some control of main plot and sub plot, personal reflective.	• Styles of writing (teaching the conventions, structures and features of) – formal and informal language, narratives, information reports, persuasive, recount, explanatory, procedures, descriptive, sustained narrative with some control of main plot and sub plot, personal reflective, analytical essay, reviews.
• Writing devices – figurative language e.g., simile, metaphor, personification, onomatopoeia.	• Explain their purpose for writing e.g., statement of intention including text type.	• Explain their purpose for writing e.g., statement of intention including text type	• Explain their purpose for writing e.g., statement of intention including text type.
• Poetic devices – stanzas, rhythm and rhyme.	• Writing devices – figurative language e.g., simile, metaphor, personification, onomatopoeia.	• Writing devices – figurative language e.g, simile, metaphor, personification, onomatopoeia.	• Writing devices – figurative language e.g., simile, metaphor, personification, onomatopoeia, alliteration, assonance.
• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting.	• Poetic devices – stanzas, rhythm and rhyme.	• Poetic devices – stanzas, rhythm and rhyme, simile, metaphor, personification, onomatopoeia tone, repetition, alliteration.	• Poetic devices – stanzas, rhythm and rhyme, simile, metaphor, personification, onomatopoeia tone, repetition, alliteration, assonance.
	• Use of graphics, photographs and artwork more strategically to support written message.	• Use of graphics, photographs and artwork more strategically to support written message.	
	• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language.		

• Use of graphics, photographs and artwork more strategically to support written message. • Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language, exclusive language, appeals, tone, repetition, alliteration, generalisations, hyperbole, irony, parody and satire, propaganda, attacks.	• Write in English fluently, accurately and coherently and produce grammatically well-constructed correct writing for different audiences and purposes using correct paragraphing, sequencing, forms and registers.	• Write fluent and coherent essays in a range of forms and structure, using correct grammar and spelling in all essays. Identify the audience and purpose of each piece.	• Draft, revise and edit a piece of writing. Use the correct writing process incorporating drafting, proof reading and editing.	• Fully understand the language of examinations and practice techniques in answering examination questions.
• Persuasive techniques – rhetorical questions, symbols, inclusive language, signposting, humour, anecdotes, call to arms, emotive language, exclusive language, appeals, tone, repetition, alliteration, generalisations.	• Combine paragraphs into formal essay structures using an introduction, body and conclusion, using a variety of sentence patterns, sentence beginnings and sequencing techniques. • Write accurate informative paragraphs using appropriate paragraphing and sequencing of information.	• Use appropriate paragraphing and essay structure to write for different purposes and audiences - imaginative, persuasive and expository essays.	• Use stages of the writing process: prewriting, drafting, proof reading and editing to improve the quality of writing.	• Understand examination language, techniques and expectations of questions.
	• Use appropriate formal paragraphing style to convey information and detail.	• Write imaginative and persuasive paragraphs that convey meaning and use a variety of sentence patterns and sentence beginnings; that link and sequence ideas appropriately.	• Use stages of the writing process – pre-writing or drafting, self-correcting and editing techniques to improve the accuracy and coherence of their written texts.	• Write journal entries using appropriate sentence structure. • Understand examination language and instructions, write well and provide appropriate answers.
	• Understand and use formal paragraphing style - incorporating a topic sentence, supporting details, and having coherence and unity.	• Write both factual and imaginative paragraphs that use a variety of sentence patterns and begin to sequence ideas.	• Plan and create stories using the process of plan, write, self correct, rewrite.	• Write summaries from a text or article using correct grammar and good vocabulary.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Write a personal or imaginative essay using a paragraph for each main idea and a conclusion, incorporating dialogue and some figurative language. • Write a letter to the editor expressing an opinion on a topical issue.	• Write personal and imaginative, persuasive and expository essays with paragraphs that link using transitions to achieve coherence and unity. • Write for specific purposes using appropriate vocabulary and grammar to show mastery of the language. • Write an expository or persuasive essay about a specific topic arguing for or against, using appropriate vocabulary and correct grammar.	• Write well planned and structured essays in a range of styles, for particular purposes and audiences- expository, informative and imaginative. • Write a coherently and logically structured persuasive essay on an important moral or current issue.	• Write fluent, coherent, well-structured texts using a variety of styles for a range of purposes -such as reports, letters expository, persuasive, imaginative and personal reflective essays, workplace documents and forms - using appropriate paragraphing, correct punctuation, correct English grammar and appropriate vocabulary at this level.

MAJOR LEARNING OUTCOMES

Students will:

2. Respond to texts.
Students will be able to:
a) Understand and interpret a range of texts, including imaginative, factual, visual and digital texts.

b) Write critically and perceptively in their text responses to demonstrate understanding of how purpose, audience, form, context, cultural background, structure and language affect meaning and the reader's interpretation.
c) Write fluent, engaging and grammatically correct imaginative pieces, text responses, personal, persuasive, informative and expository essays that convey meaning and use appropriate conventions according to the intention, purpose, audience and context.

YEAR 9	YEAR 10	YEAR 11	YEAR 12

Students will demonstrate achievement of the Learning Outcomes in text response in the following ways when they:

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Develop awareness of the forms and features of literary texts, including stories, poetry and plays.	• Identify and analyse a range of literary texts including short stories, poetry, plays, novels, songs and myths.	• Respond to a range of literary texts, and analyse how the writers use imagery, utilise organisation, setting and tone to create their text.	• Analyse and explain in detail the characteristics of a range of literary and factual texts.

Discuss and identify the elements of a literary text: • Plot – conflict, narrative structure, sub-plots, climax. • Setting and atmosphere-time, place, situation, mood, tone. • Style – figurative, paragraph structure, language, use of dialogue. • Characters – roles, traits, relationships. • Themes – concerns, ideas.	Identify and discuss the elements of a literary text: • Plot – conflict, narrative structure, sub-plots, climax. • Setting and atmosphere-time, place, situation, mood, tone. • Style – figurative language, use of dialogue. • Characters – roles, traits, relationships. • Themes – concerns, ideas.	Identify, discuss and analyse the elements of a literary text: • Plot – conflict, narrative structure, sub-plots, climax. • Setting and atmosphere-time, place, situation, mood, tone. • Style – figurative language, use of dialogue. • Characters – roles, traits, relationships. • Themes – concerns, ideas. Discuss the purposes of these devices and how they affect readers' responses.	Identify, analyse and evaluate the elements of a literary text and how these affect meaning and interpretation: • Plot – conflict, narrative structure, sub-plots, climax. • Setting and atmosphere-time, place, situation, mood, tone. • Style – figurative language, use of dialogue. • Characters – roles, traits, relationships. • Themes – concerns, ideas.
• Locate and identify common literary devices such as imagery, similes and metaphors in stories and poems.	• Identify literary devices and conventions and describe how these affect meaning and interpretation.	Write expanded personal responses to literary texts, identifying and explaining how the writer uses literary conventions to convey meaning.	• Express their opinions on a range of texts. Compare and contrast texts and ideas. • Present their viewpoint on the text incorporating quotations to substantiate their opinion.
• Make connections between their own experiences and those of characters and events in texts and build an understanding of how different cultural contexts.	• Recognise and explain the cultural similarities and differences between their texts and their own lives, and develop an understanding of how readers' interpretations influence their responses.	Explain the cultural similarities and differences between their texts and their own lives, and develop an understanding of how readers' interpretations and context influences their responses.	• Identify, explain and discuss how narrative viewpoint, structure, utilise organisation, literary devices and cultural context shape different interpretations and responses to a text.

YEAR 9	YEAR 10	YEAR 11	YEAR 12
Nonliterary texts			
• Develop an awareness of factual forms of texts such as news reports, instructions and explanations.	• Identify the features of factual texts, such as newspaper articles and reports. • Identify how layout and word selection has an impact on readers and viewers, the different styles writers choose in writing for different purposes and audiences.	• Describe how newspapers use placement, layout, headlines and selection of information, both visual and written, to inform and persuade. • Describe and analyse cartoons and explain their impact on viewers and readers.	• Examine and analyse the specific techniques used in newspapers, in written reports and in visual texts. • Recognize and identify persuasive language techniques, such as emotive language, layout, selection of information, headlines, alliteration, repetition and rhetorical questions and statements.
Visual texts			
• Identify the conventions that convey meaning in a dramatic performance, play, ritual, or ceremony.	• Identify and describe conventions to convey meaning in a film, episode of a television programme, documentary or news programme.	• Identify and analyse a film showing understanding of the visual and verbal techniques used by the filmmaker to tell his story. • These techniques include: narrative, camera angles, film shots, zoom, close-up, flashback, setting, characters, symbolism, imagery, sound, music, editing, lighting, dialogue, editing.	• Identify, analyse and evaluate a film showing understanding of the visual and verbal techniques used by the filmmaker to tell his story. • These techniques include: narrative, camera angles, film shots, zoom, close-up, flashback, setting, characters, symbolism, imagery, sound, music, editing, lighting, dialogue, editing.
Elements to consider in analysing visual texts include: • Use of text/words • Font • Colour • Composition • Placement • Juxtaposition • Contrast • Symbolism	Elements to consider in analysing visual texts include: • Use of text/words • Font • Colour • Composition • Placement • Juxtaposition • Contrast • Symbolism	Elements to consider in analysing visual texts include: • Use of text/words • Font • Colour • Composition • Placement • Juxtaposition • Contrast • Symbolism	Elements to consider in analysing visual texts include: • Use of text/words • Font • Colour • Composition • Placement • Juxtaposition • Contrast • Symbolism

- Lighting - Framing - Point of view - Facial expression - Body language - Sets (in plays) - Create a book cover.	- Lighting - Framing - Point of view - Facial expression - Body language - Sets (in plays) - Create a storyboard that incorporates the visual and verbal techniques utilised in such texts. - Role-playing in a newspaper. - Drama.	- Lighting - Framing - Point of view - Facial expression - Body language - Sets (in plays) Film techniques to consider: - Narrative - Setting - Characters - Choice of film shots - Close-up - Zoom - Mid shots, long shots - Camera angle - Colour - Lighting - Flashbacks - Mise en scene - Frame - Point of view - Sound - Music - Symbolism - Dialogue - Imagery - Hand held camera	- Lighting - Framing - Point of view - Facial expression - Body language - Sets (in plays) Film techniques to consider: - Narrative - Setting - Characters - Choice of film shots - Close-up - Zoom - Mid shots, long shots - Camera angle - Colour - Lighting - Flashbacks - Mise en scene - Frame - Point of view - Sound - Music - Symbolism - Dialogue - Imagery - Hand held camera

Text Responses – Analytical and Creative

• Write responses to questions about specific genres studied and how the issues they discuss relate to themselves or their society.	• Identify meanings, recall and cite relevant personal experiences in response to specific questions about text.	• Research, plan and produce letters to the editor on current and important issues.	• Research, plan and produce newspaper articles or letters to the editor on current and important issues.

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YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Make notes that predict events or consequences as preparation for other kinds of writing.	• Make notes and write responses to questions about specific genres studied, including quotes to highlight an issue and how it affects them or their society.	• Write summary notes on issues and texts, including plot, characters, setting and themes.	• Produce summary notes on texts. • Create concept maps of texts- their themes, ideas explored, setting, plot and characters.
• Write creative stories or poems using different forms – such as ballads, songs, haiku poems, first person and third person narratives, that relate to the text studied	• Write personal or imaginative stories that utilise some literary techniques such as imagery, similes, metaphors or dialogue.	• Write for specific purposes as in advertisements- using techniques such as alliteration, emotive language, selection and repetition that make an impact on the audience.	• Create texts for specific purposes such as book covers/blurbs, letters to the editor, or advertisements.
• Create small plays based on one part of the text.	• Create plays that imagine something that has not been written in the text, e.g., a meeting between characters that is not described, or something that happens before or after the story.	• Create plays based on sections of the text.	• Create visual representations of the text, including concept maps, Venn and tree diagrams, posters and cartoons that show information/ connections between characters, themes and plot.
• Write text responses that demonstrate the ability to use quotes from the text to validate their arguments/ opinion.	• Argue a point of view or opinion using relevant quotes from a text to validate argument(s).	• Produce text responses that argue their opinion about the text which is substantiated by appropriate quotations.	• Write fluent well expressed, extended text responses that argue their opinion about the text which is substantiated by appropriate quotations.

Students will:
3. Demonstrate the ability to paraphrase and summarise.

Students will demonstrate their achievement of the Learning Outcomes to paraphrase and summarise in the following ways when they:

YEAR 9	YEAR 10	YEAR 11	YEAR 12
• Identify the main ideas of a text or passage and be able to paraphrase to keep the meaning.	• Identify main and supporting ideas in factual (explanation, report, magazine article) and imaginative texts (short story, novels, plays).	• Paraphrase with confidence and accuracy; identify and explain main and supporting ideas from a variety of written texts in their own words.	• Read for thorough understanding, extract the central ideas from paragraphs and express these ideas succinctly using their own words.
• Write short point form summaries of paragraphs.	• Use appropriate transitions or cohesive devices of time and sequence to make a summary cohesive and still keep the meaning of the text.	• Accurately use appropriate transitions to achieve cohesion and unity.	• Use cohesive devices in their own writing- personal and expository.

Students will:
4. Create and present visual and media texts, incorporating ICT, for a range of different purposes and audiences.

Students will demonstrate their achievement of the Learning Outcomes in Writing and Presenting in the following ways when they:

• Clearly paraphrase and summarise any text demonstrating understanding while maintaining main ideas.	• Make summaries of texts using appropriate paraphrasing to maintain the meaning intended.		
• Interpret, analyse and evaluate a range of visual texts in order to show a full understanding of the techniques they use and how they use these techniques for different meanings, effects and purposes.	• Identify, analyse and evaluate conventions of a range of visual texts (advertisement, newspapers, television, film, drama) and explain how they use specific effects to achieve a specific purpose.	• Identify and describe conventions of a newspaper's front page to convey meaning and impact.	• Identify conventions that convey meaning in advertisements, posters or book covers, cartoons, photographs, billboards, illustrations and paintings.
• Confidently produce a variety of visual media forms of their own, to demonstrate practical knowledge and understanding of these forms, including film, story board, newspaper, radio transcript, television programme posters and brochures, each intended for a specific audience.	• Confidently use conventions from a range of visual media, combining visual and verbal features, to create texts of their own making to communicate information, ideas, or narrative for different audiences and purposes. Options include: dramatic performance, story board for television advertisement.	• Use visual and verbal features of a newspaper, film or television to create texts to communicate information ideas or narrative for a specific purpose and audience.	• Use the conventions that convey meaning to create visual texts: - an advertisement or poster to persuade or inform the audience; - a visual representation of a poem or story to show understanding of the text.
• Present information effectively using a range of visual and layout features (charts, visual texts, concept maps, and PowerPoint) for a variety of purposes.	• Present information coherently using a variety of approaches such as charts, illustrations, diagrams, visual texts, concept maps, PowerPoint.	• Present information using a variety of presentations such as charts, diagrams, cartoons, visual texts, concept maps.	Present information using a variety of approaches such as charts, diagrams, posters, and visual texts.

Terms and Definitions

General Terms

Key Learning Outcome

This term refers to the broad statements of what students are expected to learn, showing progression and continuity in learning across the years of schooling. In English they are grouped by particular aims like accessing and using information, developing writing skills.

Aims

The general Aims are the broad goals of the subject, while Specific aims are related to each strand of the curriculum.

Authentic Contexts

This term refers to the concept of making each language learning situation as real (authentic) as possible. It requires the teaching of conventions, rules and terminology to understand how specific texts and situations work (e.g., drama, novel, informal discussions, formal speech, movie) so that students can create authentic language texts of their own.

Conventions

This term refers to the usual ways of going about constructing a text for others to make meaning from. In language, it refer to things like punctuation, syntax, specific language techniques and idiom as well as the form of the text – e.g., short story, play script, letter, poem etc. In visual text, it refers to the way the elements are put together to make meaning – e.g., the parts expected of a poster or other static image; a drama performance (this includes aspects of staging).

Strands

This term refers to broad grouping of knowledge, skills and processes within a learning area. In English, this relates to the grouping of language skills like listening and speaking, reading and writing, viewing and presenting. The groupings represent the broad skill areas of language development.

Diagnostic Assessment

Refers to assessment undertaken to assess learning needs before teaching and learning sequences take place. It includes things like pre-tests, oral questioning and checking knowledge of key terms.

Formative Assessment

Formative assessment is sometimes called Assessment for Learning. The teacher uses a variety of assessment tools including student self-evaluation to establish where the learner is in their learning, and guides teachers as to what learners need to do next so that they can move forward.

Formative Assessment asks teachers to seek feedback and data from students, and guides teachers to adjust teaching appropriately with the aim is to improve student learning and develop learner autonomy.

Summative Assessment

This refers to the kinds of assessments that occur at the end of specific units of work or terms of courses. It can take the form of an examination, or a test on a topic and lead to assigning grades about the performance. The purpose is to provide information about how much students have learned and how well a course has worked.

Teaching Notes

These are teacher comments being placed below each strand, aim and achievement objective as prompts or ideas teachers may use to facilitate the learning process but does not limit the teacher to his or her own teaching ideas.

Specific Terms

LISTENING AND SPEAKING

Formal Listening and Speaking

Formal listening and speaking refers to more formal contexts for demonstrating learning in oral ways e.g., listening and giving speeches, debates, seminars, instructions, explanations. These contexts require skills in conveying information that are different from informal, conversational contexts.

Interpersonal listening and speaking

Interpersonal listening and speaking refers to language characterized by exchange among people in conversation – both face to face and over the telephone or discussions about ideas in small groups. Such contexts tend to be informal, and tend to use more colloquial forms of language. In a classroom, such contexts can be arranged through group discussions and group tasks, which encourage students to share ideas and solve problems or complete tasks.

Speech and delivery techniques

These refer to the mechanisms used to convey information effectively in oral contexts, especially formal ones i.e.:

Speech Techniques – Oratorical devices like rhetorical questions, direct address, personal and inclusive pronouns, antithesis, parallel structure, repetition, emotive language.

Delivery Techniques – intonation, pause, stress/ emphasis, change in pitch, pace, volume; and the use of gesture, eye contact, body movement, visual aids etc.

READING AND VIEWING

Text

A piece of spoken, written, or visual communication that constitutes a coherent, identifiable unit, like a speech, poem, poster, television advertisement, film, novel or ceremony. A text may be considered in terms of its structure, context and function.

Viewing

Refers to the processes of deducing information from visual texts (e.g. poster, film, dramatic performance, ceremony) where words and visual elements are combined.

ACCESSING AND USING INFORMATION

Basic Library terms

This refers to the students being able to describe meanings of terms such as fiction, non-fiction, reference, catalogue, Dewey system.

Log

The dated description of what the student has done, the sources used, and the comments about progress during a research activity.

Parts of a Book

Refers to parts of a book that students should be able to describe – spine, foreword, blurb, and index, table of contents, publisher, chapters, and footnotes.

Primary source

A person (e.g., expert opinion, survey/ questionnaire, diary, oral history etc.) or particular environment (e.g., festival, courthouse, historical site) – see also secondary sources.

Research principles

These include skills such as identifying key questions, selecting possible sources (primary/secondary), using indexes, table of contents, skimming and scanning, selecting and analyzing information; arranging and presenting information.

Secondary source

Refers to things like encyclopedias, textbooks, magazine articles, newspaper articles, photographs – see also primary sources.

Text

A piece of spoken, written or visual communication that constitutes a coherent identifiable unit like a speech, poem, poster, television advertisement, film, novel or ceremony. A text may be considered in terms of its structure, context and function.

WRITING AND PRESENTING

Presenting

The term to describe students' actively making visual texts themselves (e.g. a poster, a dramatic scene, storyboard for a television and advertisement). Presenting involves combining visual techniques important to the form of the text, as well as words.

INVESTIGATING FORM AND MEANING

Cohesive Devices

Cohesive device refers to the way texts are linked and develop ideas and show relationships e.g., through words or phrases such as *finally, next, later, firstly, on the other hand, however* etc. Cohesive devices can relate to time, number or cause and effect.

Factual Text

Refers to texts which are intended to present information, give explanations or instructions. Includes opinion texts (e.g., magazines or news article, textbook, TV documentary, editorial, letter to the editor, TV news, radio news/interview).

Narrative Text

Essentially texts that tell stories and which are imaginative and often fictional (e.g., ballad, short story, novel drama text).

Paraphrasing

This refers to the process of summarising and note-making to extract the main and supporting ideas.

GENRE

Drama

This refers to performances for the stage, and understanding specific terminology for them (e.g., set, apron stage, elements of conflict, dialogue, characterization, upstage, wings, props, costume, vocal expression, gesture and movement).

Elements of Narrative Form

Refers to plot, style, character, setting (time, place, atmosphere), theme, literary techniques, e.g., alliteration, onomatopoeia, rhyme, metaphor).

Genre

This refers to particular types of texts, having specific and distinctive characteristics arising from their purpose, function and audience. Examples in written text include narratives, reports, instructions, journals, essays, poems and letters. Oral genre can include conversations, prayers, speeches, oral histories. Visual genre includes documentaries, feature films, posters, plays, cartoons. There are also genres within genres. For instance; feature films can be westerns, thrillers, musicals, comedies, sci-fi etc.

Imagery

The term refers to literary devices like simile, metaphor, personification, alliteration (refer to *Literary Technique*).

Literary techniques

The term extends to devices a writer might use to create a specific vivid scene or character (refer to *Imagery*).

Poetry Forms

This refers to types of poems e.g., ballad, lyric, free verse, sonnet; and the structure of poetry e.g., stanza form, narrative structure, metre, rhyme scheme etc.

Sound devices

This refers to techniques like assonance, consonance, alliteration, onomatopoeia, rhyme, rhythm.

Style

Refers to aspects used by a writer, such as imagery, vocabulary choices, character development, motifs, theme to create identifiable texts. Style often involves a writer repeating certain aspects across a range of work.

RESPONSE TO TEXT

Response to text

Refers to students being able to write about their thoughts, ideas or views; their personal response to texts can be in various forms including notes or diary writing about personal experiences. In order to prepare students for such responses, small group/class discussions should take place and guidance given as to what the responses should focus on.

DEVELOPING WRITING SKILLS

Essay Structure

Refers to the specific format for a formal essay which includes an introduction, which establishes the focus of the essay and the key ideas, a body, which consists of linked paragraphs that use appropriate paragraphing style (with, usually, each paragraph beginning with one of the key ideas), and a conclusion, which rounds off the argument/ point of view.

Formal paragraphing style

Refers to the common shape/ structure of the factual paragraphs, which includes a statement, as the topic sentence which expresses the key idea, followed by a combination of explanation and examples; both of which give details about the key idea. Note: in some texts, the key idea (statement) is at the end of the paragraph. This may need explanation, especially at more sophisticated levels of learning. It is important for students to learn about these features, to improve their own writing and to be able to speedily find key ideas in others' texts.

Sentence patterns

Refers to how a sentence is structured - simple, compound and complex sentences. It includes loose or periodic sentences and a variety of sentence beginnings. These need to be taught over a consistent period of time, with many opportunities for practice.

Syntax

Refers to how words, phrases and clauses are arranged to create well-formed sentences.

Tense structures

The term generally refers to verbs and how they indicate agreement with a subject of a sentence, and indicate time and number.

DEVELOPING VOCABULARY AND GRAMMAR

Grammar

The structure of language particularly the way words and phrases are formed and combined to produce coherent, accurate sentences. It takes into account the meanings, functions and organization of these sentences in the system of the language.

Word classes

The term covers all the categories of words and their functions e.g., noun, verb, conjunction, adverb, phrasal verb, preposition, adjective, adjunct, noun phrase, clause, post modification etc.

Recommended Texts

Year 9

SHORT STORIES
It's Not That Easy, *Penehuro Hauma*
After Twenty Years, *O. Henry*
Travels With My Pig, *Emma Kruse Vaai*
A Day of Weeping, *Benjamin Nicholls*
Telesa, *Cherie Barford*
Smokescreen, *Michael Easther*
Appointment in Samara, *William Somerset Maugham*
The Hat, *Judy Parker*

POETRY
My educated son, *Maunga Itaia*
Requiem, *Robert Louis Stevenson*
Storm, *R.N. Barlett*
Forgive Me, *Tate Simi*
My lovely dolphin, *Teari Narii*
Sisters and Brothers, *Emma Kruse Va'ai*
A man's world, *Jully Makini*
A mother's love, *Leota Valma Galuvao*
Family, *Jackie Fa'asisila*

NOVELS
Silver Sword
The African Child
The boy Who was Afraid
Silent One
Treasure Island
Lockie Leonard, Legend, *Tim Winton*
Boy, *Roald Dahl*
Parvana, *Deborah Ellis*
Hatchet, *Gary Paulsen*
Harry Potter and the Philosopher's Stone, *JD Rowling*
The BFG, *Roald Dahl*

FILMS
How to train a dragon
Moana
Coco
Frozen
Wreck it Ralph
Tangled
Loin King

Year 10

SHORT STORIES
A Game of Cards, *Witi Ihimaera*
Tissue Seller, *Kapka Kassabora*
Maa, *Sara Vui Talitu*
The gift of the Magi, *O. Henry*
Wasteland, *Alan Paton*
Guilty Rain, *Sara Vui Talitu*

NOVELS
David
A River Ran Out of Eden
Island of the Blue Dolphins
Huckleberry Finn
The Pearl
The Boy in the Striped Pyjamas
Looking for Alibrandi
Tomorrow When the War Began, *John Marsden*
Mao's Last Dancer, *Cunxin Li (Young Reader's Edition)*
The Hunger Games. *Book One*
The Divine Wind, *Garry Disher*

POETRY
Two Word Poem, *Laura Ranger*
Arrival, *Ruth Gilbert*
The Market, *Ruth Gilbert*
The Graves, *Ruth Gilbert*
Grandson, *Albert Wednt*
O What is that Sound, *W.H. Auden*
Father and Son, *Ruperake Petaia*
The Turtle on Land, *Brenda Ngaire*
Darkness Within the Light, *Kauraka Kauraka*
Plea to the Spanish Lady, *Cherie Barford*
Dear Grandma, *Leota Valma Galuvao*
Use with caution, *Nicky Perese*
Without children, *Jully Sipolo*
Two people, *Eve Merriam*
Equality, *Noumea Simi*
Town and Village, *Albert Wendt*

FILMS
Whale Rider
Ants
Sing
A walk to remember
Sarafina
Lean on me
Maleficent
Trolls
A book of life

Year 11

SHORT STORIES
The necklace, *Guy de Maupassant*
Vailima, *Graeme Lay*
Dear Mr Cairney, *Graeme Lay*
Ghosting, *Litia Alaelua*
Sacrificial Egg, *Chinua Achebe*
Indian Camp, *Ernest Hemingway*
The Copier, *Graeme Lay*
He Never Did, He Never Will, *Ole Maiava*

NOVELS
Fences, *August Wilson*
Walkabout
The Outsiders
Shane
Diary of Anne Frank
Animal Farm
The Chocolate War
Z for Zachariah, *R. O'Brien*
So Much to Tell you, *John Marsden*
Tomorrow When the War Began, *John Marsden*
The Bone Tiki, *David Hair*
Whale Rider
Cry the Beloved Country, *Alan Paton*

POETRY
A Farewell, *A.R.D Fairburn*
To My Grandson Oliver Mairenki, *Alistair Te Auki*
Huia Villa, *Peter Hooper*
My Mother's Words, *Leota Valma Galuvao*
Last Run, *Bruce Stronach*

The Soldier, *Rupert Brooke*

Dusk Cries, *Graeme Lay*

Ozymandias, *Percy Bysshe Shelley*

Sea-fever, *John Mansfield*

Crusifixion on Sunday, *Talosaga Tolovae*

The Fog, *F. R. McCreary*

A Simple Thank You Would Be Nice, *Nicky Perese*

Oh Bring Back Higher Standards, *Peter Dixon*

Who Cares? *Lemalu Tate Simi*

Withdrawal, *B. Bridger*

Be Warned, *Noumea Simi*

Pohutukawa Tree

The Monster

Romeo and Juliet, *Shakespeare*

FILMS

Hidden Figures

Empire of the Sun

God is Not Dead

The Silent One

Gifted Hands

The Sound of Music

High School Musical

Dead Poets Society

Year 12

SHORT STORIES

A Descendent of the Mountain, *Albert Wednt*

The Story Teller, *Saki*

Eveline, *James Joyce*

Appointment with Love, *S.I. Kishor*

The Garden Party, *Katherine Mansfield*

The Plunge, *Jonathan Yu*

The Bath, *Janet Frame*

The Doll's House, Katherine Mansfield

The Lottery, *Shirley Jackson*

An Affair of the Heart, *Frank Sargeson*

The Legacy, *Graeme Lay*

It Used to Be Green Once, *Patricia Grace*

NOVELS

The Chocolate War

To Kill a Mockingbird

Cry the Beloved Country

I Heard the Owl Call My Name

The Girl in the Moon Circle, *Sia Figiel*

Sons for the Return Home, *Albert Wendt*

Of Mice and Men

Mr Pip, *Lloyd Jones*

The Kite Runner, *Khalid Hossein*

The Book Thief, *Marcus Zuzak*

The Purple Hibiscus, *Chimanande Adiche*

Scarlet Lies, *Lani Wednt Young*

The Alchemist, *Paulo Coelho*

POETRY

Kidnapped, *Ruperake Petaia*

Identity, *Tate Simi*

Star in the Marble, *Ruperake Petaia*

Mass Media, Mass Mania, *Nora Vagi Brash*

Caught up, *Joyce Kumbeli*

The Road not Taken, *Robert Frost*

When, *Robert Zend*

Death Be Not Proud, *John Donne*

Do Not Go Gentle Into That Good Night, *Dylan Thomas*

I Wandered Lonely As a Cloud, *William Wordsworth*

Island Fire, *Konai Helu Thaman*

The Rime of the Ancient Mariner PII, *Samuel Taylor Coleridge*

Sonnet 18, *William Shakespeare*

Roman Wall Blues, *W. H. Auden*

A Perfect Life, *Kevin Ireland*

The Last Lesson of the Afternoon, D. H. Lawrence

Sonnet 116, *William Shakespeare*

Dulce et Decorum est, *Wilfred Owen*

The Tiger, *William Blake*

My Heart Leaps Up When I Behold, *William Wordsworth*

Civilized Girl, *Jully Makini*

Va, *Jackie Faasisila*

Never! Covid-19, *Leota Valma Galuvao*	Hidden Figures
The Old Woman's Message, *Kumalau Tawali*	Good Will Hunting
How could you? *Noumea Simi*	Ready Player One
Uncivil Servants, *Konai Helu Thaman*	Dead Poets' Society
Quiet Pain, *Konai Helu Thaman*	Akila and the Bee
Son of Mine, *Kath Walker*	The Blindside
Of You, *Momoe Von Reiche*	The Great Debater
Macbeth, *Shakespeare*	The Social Network
The Crucible, *Arthur Millar*	The Pursuit of Happiness
Albert Wendt, play	Rabbit Proof Fence
Hamlet, *Shakespeare*	Remember the Titans
The Island	Hamlet
Athol Fugard, *John Kani and Wiston Ntshona*	Gifted Hands
A Raisin in the Sun, *Lorraine Hansberry*	Pride and Prejudice
Death of a Salesman, *Arthur Miller*	Beauty and the Beast
FILMS	The Silent One.
The Greatest Showman	War Room
Hibiscus and Ruthless	The Sounds of Music
Freedom Writers	God's Mot Dead
Three Wise Cousins	Like Stars on Earth

Note: Teachers are responsible for informing the current Secondary English Curriculum Officer for confirmation if they are using a text that IS NOT RECOMMENDED. Be advised that any new text used for the Year 11 and 12 National Exam purposes without confirmation from the CDMD, will result in disqualification and that the students will be penalised.

Recommended Bibliographic Format

All sources must be acknowledged in academic writing. Acknowledging normally refers to providing references to the sources used or consulted. These sources may include:

- Books
- Journal articles
- Newspaper or magazine articles
- Television programmes
- Documentaries
- Interviews with officials or other respondents
- Speeches delivered
- Letters written, including private letters, and
- Other forms of communication

We acknowledge sources for a number of reasons. Sources are referenced to recognize and acknowledge the intellectual property right of authors and creators. It is also to show respect to previous scholars for their achievements.

(The focus is on the Harvard System but teachers are welcome to use their own appropriate formats for referencing).

When teaching and writing bibliographies – teachers must remember to "be consistent in the use of referencing conventions; not a combination of conventions".

The Harvard Style takes the following form:

Yule, G. 1985, The study of language, Cambridge University Press, Cambridge.

(Surname, Initials, year, comma, Title of the book, Publisher, Place of publication, full stop.)

Books with a single author

Bibliography entry:

Bridges, H. 1990, <u>The good guide study guide</u>, The Open University, Milton Keynes.

(Titles may be underlined or italicized)

In text reference:

Bridges (1990, p.153) argues that...

Books with two authors

Bibliography entry:

Anthony, P. and Joseph, W. 1993, Language and Literature: an introduction for teachers (3rd edition), Oxford University Press, Oxford.

In text reference:

As suggested by Anthony *et al.* (1993, p.17)...

Books with more than two authors

Bibliography entry:

Northledge, A., Thomas, T., Lane, L. and Gout, E. 2003, <u>The Sciences of Language</u>, ESA Publications, New Zealand.

In text reference:

As suggested by Northledge et al. (2003, p67)...

Books with no authors

Bibliography entry:

<u>Encyclopedia of Indiana</u> 1997, Somerset, New York.

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A newspaper article

Bibliography entry:

Lesa, K. 2014, "Floods on the low-lying areas: <u>Samoa Observer</u>, 30 April, p.3.

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When interviewed on 30 May, Seuoti (2012) stated that...

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Bibliography entry:

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Referencing sources from the World Wide Web

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http://www.sociology.org/content/2007/tier3/rodriguez.html

In text reference:

This is shown by Rodriguez (2007)...